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ABSTRACT

The Department of Staff and Instructional Services (SIS) in the Houston Community College System (HCCS) takes a leadership role in providing and promoting products and services required to empower the HCCS in the pursuit of quality service to the campus community. The goals of the SIS department are to adopt Total Quality Service orientation, increase awareness of the need and opportunities for growth for all staff, continue as a major source of communications products and services, and promote organizational development through teamwork. The major functions of the SIS are: (1) general instructional support, through such projects as the Great Teachers Seminar, the Business Externship Program, the Faculty Mentoring/Master Teacher Program, and a range of video projects; (2) general instructional support provided by other HCCS sources, including the Information Technology Division and the Student Services Division; (3) instructional support through the individual colleges in the HCCS; (4) distance education; (5) student evaluation of instruction; (6) staff development activities, such as the Community College Exchange Program and the Employee Higher Education Program; and activities sponsored by the HCCS Student Services Division, Administrative Services Division, Department of Accounting Services, Office of Business Services, Purchasing Department, Department of Human Resources, Office of Affirmative Action, and Information Technology Division; (7) computer training; (8) total quality training; (9) telecommunication conferencing; (10) grant development support; (11) graphic arts production support; and (12) public information marketing support. (MAB)

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The Department of Staff and Instructional Services
Houston Community College System
Houston, Texas

Submitted by
Jean Walke, Director
December 1, 1993

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Analysis of Departmental Functions
The Department of Staff and Instructional Services
Houston Community College System
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Submitted by
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As Houston Community College System went through a massive reorganization in the winter of 1992, the Department of Staff and Instructional Services (SIS) needed to have a clear vision of what it was as a department, what the department wanted to become and how the department could affect the changes needed to assist in the support of the new organizational structure.

The approach the department took to resolve those issues was to clearly define the departmental mission. Painstakingly, the staff devised a mission statement that not only gave direction, but also was consistent and fully supportive of the institution's overall mission statement. This mission statement below lead to the development of the following goals, objectives and a strategy for accomplishing these goals.

MISSION STATEMENT

The Department of Staff & Instructional Services takes a leadership role in providing and promoting products and services required to empower the Houston Community College System in the pursuit of quality service to the HCCS community.

Departmental Goals

1. Adopt Total Quality Service (TQS) within the Department of Staff & Instructional Services (SIS) and serve as a model and catalyst for the implementation of TQS throughout the Houston Community College System.
2. Increase awareness of the need and opportunities for personal and professional growth for all staff system wide, and work in a collaborative effort with employees to produce, locate and promote development activities.
3. Continue as a major innovative source of communication products and services, advising and supporting all staff in the development and use of these for educational and promotional applications.
4. Significantly increase awareness of our services and improve our partnership with all segments of HCCS community through marketing and collaborative efforts.
5. To promote organizational development by facilitating teamwork system wide.

As the Department moved into implementing these goals, the staff went one step further to prioritize what products and services it provides to its external customers. Top priority projects for the department are instructional services and staff development with promotion becoming secondary, and projects with little potential for multiple use having low priority. With this guideline, SIS has addressed these priorities in the following ways:

GENERAL INSTRUCTIONAL SUPPORT

Because the development of the instructional staff is a vital role in any institution of higher learning, SIS has focused on the training needs of its faculty by developing a series of special projects to assist in honing classroom skills.

One of these projects is the *Great Teachers Seminar*, which is conducted each spring. It is a weekend of developing teaching skills, sharing and learning about teaching which is attended by select full-time faculty from each of the six colleges. The format of the seminar, lead by nationally renowned educator, David Gottshell, is one that originates mainly from the participants' interests. Participants are asked to prepare several brief papers in advance which are discussed in small groups at the beginning of the seminar. During these discussions, recurrent issues emerge, which are of interest to all concerned. These issues form the substance of additional group-centered experiences which may include mini-workshops, presentations by participants or small group discussions. Participants leave with a sense of renewal, having learned a great deal through a format which taps the creative energies of all those present.

Another major event that is held each spring is the *Faculty Conference*, a half day seminar on teaching strategies and techniques. The Faculty Conference, originally designed for part-time faculty, has been expanded to include full-time staff as well. A separate institutional budget of $10,000 is set aside for this program each year. Some of the topics covered in the breakout sessions during the past two years have included:

The Electronic Classroom	Alternatives to Lecturing
Use of Student Portfolios	Classroom Assessment
Innovative Teaching Techniques	Excellence in Teaching
Workplace Skills for the Classroom	Computer Resources for Instruction
Legal Issues for Instructors	Applying Adult Learning Principles
Test Construction	Teaching Across Cultures

Each year SIS provides $5,000 funding from its current operating budget to faculty who are interested in developing educational projects, which require substantially greater time and effort than is part of their regular employment responsibilities. This financial support is given under the auspices of the *SIS Grants*. Within the past several years the competition for these mini-grants has increased significantly.

Last year SIS had over 30 applications on such diverse topics as a DOS survival manual, computer-assisted learning library for chemistry and a bibliography on female African-American authors, to a video on the use of a sewing machine, travel stipend to Spain and converting ESL exercise to computer. This year there were 24 applications that covered such topics as personalized computer-mediated instruction, botany in tri-dimension, teaching do's and don'ts in chemistry, video on understanding cellular respiration, development of a resource manual for structural drafting and a video on minorities and women in radio/TV broadcasting.

Three new programs being developed this year for implementation beginning in the Fall of 1994, pending available funding, are a *Business Externship Program, a Faculty Mentoring /Master Teacher Program* and a *New Full-Time Faculty Orientation Program.*

The *Business Externship Program* allows faculty from all disciplines to be placed in temporary jobs with businesses that can use their skills for short term projects. The purpose is to provide full time teaching faculty with opportunities to gain practical work experience. This experience can be used to upgrade programs and improve instructor skills or knowledge. Side benefits include improvement in morale and employee retention.

The program is structured so that no release time is required. Faculty can complete their internships during times when they are normally on vacation or during scheduled breaks. Faculty completing the Externship experience should be able to identify current technology/information utilized in their externship; transfer their "real-world" on the job work experience into the classroom; enhance their subject matter knowledge; enhance and update their curriculum where appropriate; and enhance and update technical skills.

The *Faculty Mentoring/Master Teacher Program* basically teaches teachers how to teach, teaches more seasoned teachers how to hone their classroom skills, and gives the master teacher the opportunity to share professional expertise with others. The program addresses training needs of all faculty members, from those who are newly hired to those experienced instructors who have been in the institution since its inception. The program consists of a series of training modules over a period of time on a maximum of three professional levels.

The first level addresses training needs of the beginning instructor with modules designed to teach such basics as how to fill out grade sheets, how to design tests, how to set up grade books, etc. When the instructor has mastered these basic skills, training would center around classroom presentations, audio-visual preparations and course revisions. Advanced instructional training concentrates on curriculum development, research development and professional growth.

Faculty obtain credit as part of the program for participation in other existing programs, such as the Great Teachers Seminar, computer training, the faculty externship program or leadership training. When an instructor has moved through all three phases of the program, he/she would be eligible to assume the role of Master Teacher. As a Master Teacher, the instructor would serve as a mentor for new instructors and to conduct some of the modules in the program. The training provided should be linked to the evaluation process, a reward system and professional goal setting.

In addition to the HCCS Great Teachers Seminar, each year SIS has sponsored two instructors to participate in the *Round Up for Great Teaching*, a week of intensive learning, teaching and reflecting with other community college educators throughout the State, held in Kerrville in May. The $1,000 participation fee is taken from the SIS travel allocation in the annual operating budget.

A pilot project that will be implemented for Fall, 1994, with Central College is the *New Full-Time Faculty Orientation Program*. This program is designed to assist new faculty members familiarize themselves with their new surroundings more rapidly. The program, which focuses on their specific job responsibilities within their assigned department and college, includes such vital information as how to fill out attendance records, where to get supplies, who's who on campus and where to find them when needed. This program dovetails into the *Mentoring/Master Teacher Program* in that each new faculty member is assigned a mentor for the first year of employment.

An additional service the SIS staff provides to faculty for instructional support is individualized consulting on improving classroom skills in presenting instructional materials. An instructor may request a videotaping of his/her lecture or presentation as a basis for critique and consultation.

The SIS media facilities are a major provider of general instructional support services. SIS combines instructional development and media services in order to add innovation and support for teaching techniques, classroom procedures and methods of interacting with students.

Media production capabilities include still photography, computer generated graphics and artistic illustration, audio and video production and script development. Often a composite of media services is used to produce an instructional project. For example, still photography or artistic illustration is incorporated into a video production to further illustrate or clarify a point. Specific video projects that have been developed by SIS for the classroom include the following:

1. *SIS Grant Study of Creation of Crystals Video*
   Synopsis: A video program produced in partnership with the Houston Museum of Natural Science to promote student understanding of a phase of chemistry by combining a common interest in precious gems with explanations of the underlying causes for basic crystal shapes. This video supplements the chemistry textbook information on x-ray crystallography by bringing to life the crystal models and providing a visual explanation of atomic patterns. This program is being viewed at the Museum, as well as in HCCS chemistry classes.
   Client: Carolyn Judd, Chemistry Instructor, Central College
   Length: 18 minutes
   Completion Date: July 30, 1993

2. *SIS Grant Cultural Diversity of Mental Health Students Video*
   Synopsis: This video targets mental health student as a mandatory part of their training, i.e., illustrating difference in both verbal and nonverbal communication patterns in various cultural groups, in order to ensure non judgmental aid from mental health workers. This program is also appropriate in other curricula which emphasize multicultural issues.
   Client: Naydean Blair, Mental Health Instructor Northeast College
   Length: 55 minutes
   Completion: July 30, 1993

3. *SIS Grant Library Audio Tapes*
   Synopsis: A series of four audiocassette instructional programs serving as point-of-use aids for library patrons in utilizing microfiche catalog of books, periodical and newspaper indexes, CD ROM periodical indexes and reference sources. The audio tapes expedite the library user's learning process in acquiring research skills when a librarian is unavailable. They also increase the number of patrons able to access the information and enable the library staff to devote more time to patrons needing individual assistance.
   Client: John Lam, Virginia Brohard, James Smith, System Library Services
   Length: Six tapes, 10-15 minutes each
   Completion: July 30, 1993

4. *SIS Grant Peer Analysis Video for English Composition*
   Synopsis: This video is oriented to English instructors and addresses the weaknesses in the current method of peer analysis in freshman composition instruction, in which there is limited input from the teacher until grading the completed analysis. The program is an illustration of two new methods which make wider use of the cognitive process and features increased student-instructor interaction throughout the peer analysis process.
   Client: Patricia Kimbrell, English Instructor, Southwest College
   Length: 17 minutes
   Completion: July 30, 1993

5. *What is a Master Teacher?*
   Synopsis: A series of interviews with students and instructors characterizing their views and citing examples of master teaching. Uses for program include adjunct and regular faculty training and orientation.
   Client: Linda Koffel-Di Flavio, Marketing Instructor, Central College
   Length: 13 minutes
   Completion Date: September 1, 1993

6. *How to Teach a Foreign Language Video*
   Synopsis: Addressed to foreign language instructors, video presents methods of applying proficiency-based instruction and also demonstrates techniques emphasizing functional language skills, particularly speaking and listening, as part of both teaching and testing.
   Client: Ana Hrat, Kathleen Cook, Foreign Language Instructors, Northeast College
   Length: 35 minutes
   Completion: September 30, 1993

7. *Legal Questions for Faculty on Copyright Laws*
   Synopsis: This is a series of interviews with HCCS instructors that explore the potential violations in the classroom of copyright laws and examine the issue of "fair use." These interviews were conducted for use in a Starlink teleconference on *The Education Use of Copyright Material: Infringement or Fair Use?* to be aired on December 2, 1993.
   Client: Starlink for spring broadcast
   Length: Three tapes, one hour each
   Completion: October 18, 1993

8. *Faculty Training Video on Disabilities in the Classroom*
   Synopsis: Video program aimed at increasing awareness of issues pertaining to students with disabilities, providing guidelines for instructors in classroom settings. Program incorporates classroom , other college situations and comments by students with disabilities, instructors, EEO and Project Soar spokespersons.
   Client: System ADA Advisory Committee
   Length: 12 minutes
   Completion: January 15, 1994

9. *Innovative Teaching Techniques Video*
   Synopsis: This video provides a brief survey o the innovative approaches of teaching in varied stages of production and application. Included are not only the adaptation of hard technologies, such as interactive laser disc, CAD and CAI, but also some of the softer skills such as communication techniques, simulations and games, and the methods being applied by some instructors to engage class members more actively in the learning process.
   Client: Deans of Instruction
   Length: 30 minutes
   Completion: May 1, 1994

10 *SIS Grant Guided Studies Learning Lab Orientation Video*
   Synopsis: Video provides information, orientation and training for students in developmental courses required to work on prescribed computer courses as preparation for TASP proficiency.
   Client: Kay Lynn Moran and Susan Karter, Guided Studies Instructor, Northeast College
   Length: Two tapes, 20 minutes each
   Completion: July 29, 1994

11 *SIS Grant Geology Field Trip Video*
   Synopsis: This video is a supplement to lecture/textbook instruction and provides environmental science students with a simulated field experience in examining coastal wetland and river ecosystems as well as acquainting students with such areas as monoculture agricultural practices, urban recreation centers, sanitary landfill operations, waste water treatment and mass transit.
   Client: Mike Kirby and Al Allong, Geology Instructors, Southwest College
   Length: Two tapes, 30 minutes each
   Completion: July 29, 1994

Occasionally, SIS media services are called upon to interact directly with students in the classroom. For example, for immediate feedback on student performance in classes such as journalism, history, drama, fashion design and hearing impaired, videographers have taped students for peer analysis.

SIS, Central College and the Universidad Autonoma de Guadalajara completed a team project in May to produce a series of 12 videotaped lessons in conversational Spanish as part of a unique instructional package to be marketed internationally. In addition to the 12 videotaped programs which were edited by SIS staff, project materials include a series of programmed exercises for each unit, prepared on computer software and transferred onto videotape.

Each video unit is structured around conversational situations in Mexico with visual descriptions of syntactical items, explanations of a number of Latin American cultural experiences and vocabulary building exercises.

In addition to supporting video production and other SIS instructional design projects, some of the art projects have been completed for general instructional use are:

Child Development posters
Learning Assistance Lab flyers
Accounting Manual cover design
Portable Display for instructional use
Fitness Center posters and flyers
Transparencies for the classroom
Distance Education mailers, posters
Science lab illustrations

Likewise, the SIS staff photographer supports video production and other SIS instructional design projects, as well as general instructional services. The photographer often takes photos that are documentation of events and activities that occur within the System which are later used as part of an instructional project, whether it be a slide presentation, a video production, a brochure, flyer or poster.

In order to assist faculty in using the SIS media services in developing instructional materials for the classroom, SIS published a brochure with step-by-step guidelines on what kind of services are available, how to request and plan a project, cost projections, time lines and ownership rights of materials produced. (Sample brochure attached)

SIS also provides media services as a supplement to general instructional services through support of student service activities and functions. Recent student services video projects include the following:

1. *New Student Orientation Video*
   Synopsis: A generic video giving new students an overview of services available to them as students of HCCS. Each college is featured with information about who to contact for specific problems.
   Client: System Student Services Division
   Length: 20 minutes

2. *Drug & Alcohol Problems with the Hearing Impaired Video*
   Synopsis: Problems that the hearing impaired face that lead to substance abuse, how to recognize the symptoms and assist the student in overcoming the problems.
   Client: System Student Services Division
   Length: 20 minutes

General Instructional Support Provided by Other System Sources

There are other departments within HCCS that instructors can call upon as a resource for general instructional support. At the System level, only three departments extend themselves to provide instructional services to complement their assigned functions. They are the Information Technology Division, the Student Services Division and the Office of Public Information and Community Relations. The services they provide are described below:

Information Technology Division provides instructional support services through its Department of Instructional Technology with the following services:

1. A major support mechanism to instruction within this department is the development of computer-based instructional materials for the classroom. Funding of $60,000 per year is provided for this project through the Chancellor's discretionary funds. A call for proposals is made three times a year to develop software to support curriculum by integrating multimedia as the medium for learning. All instructional design is computer related. Funding is used to give faculty release time up to nine hours of their regular teaching load to work on these projects. They are required to go through bunker training and to meet once a week with the development team, which consists of an instructional designer, media specialist, graphic designer and programmer.

2. Another area of instructional support is the establishment of a Faculty Resource Center, where faculty members can come to preview potential software for classroom use. This center, located within the Information Technology Building, is also a place where instructors can "learn how to use hardware in a non-threatening way."
3. Instructional Technology has also worked with the University of Houston at Clear Lake to offer a series of four graduate level courses that can be applied to a doctoral program in instructional computing. One class was offered at the Galleria Campus, on the Mac platform. This program has not been coordinated with the Employees Higher Education Program that was established by SIS at the request of the Chancellor in 1991.

The *Student Services Division* provides instructional support to faculty in the following ways:

1. Student Services sponsored a half-day workshop on learning disabilities for faculty and conducted by an outside facilitator.
2. Student Services provides instructional support by working with faculty members to provide accommodations for students with disabilities and making special arrangements with instructors for testing of students with disabilities.
3. At the request of faculty, student services provides tutors, study skills training and test anxiety workshops for students.

The function of the *Office of Public Information and Community Relations* is to provide public information marketing and graphic arts production support; however, this department does not address the needs of instruction in this area, with the exception of providing support materials for student recruitment.

A component of this department is reproduction services, which includes limited duplication of classroom materials. This department develops scripts for media projects for promotional purposes only. Any duplication of services between departments is not perceived by the Office of Public Information and Community Relations.

Instructional Support through the Colleges

At the college level, each college has an instructional division that addresses instructional issues of its faculty in order to assist them in performing their jobs. Some colleges have expanded the role of the instructional division to provide faculty development as part of general instructional support by developing and implementing programs on their own. Specific projects that were identified include the following:

Central College has a faculty mentoring program. As part of their yearly objectives, department heads in the academic areas are required to have a yearly inservice.

Northeast College has sponsored three inservices for faculty to provide information and general faculty support, two of which were facilitated by people from within Northeast College. The third was facilitated by an outside company and directed toward upgrading the skills for the transportation center faculty.

Southeast College provides a faculty inservice each year to inform faculty of policies and procedures for clock hour computer courses and computer training.

Southwest College conducts a seminar for full-time faculty annually on techniques, guidelines and recommendations for supervising adjunct faculty. At the beginning of

each semester, full-time faculty seminars are held by divisions and adjunct faculty by department. The purpose is orientation, new information, anticipated challenges, course study guidelines, course offerings, classroom techniques, textbook questions, cross-discipline discussions. The dean of instruction facilitates seminars on departmental problem solving. Informational planning retreats at outside facilities have been held for staff.

Selected Southwest College faculty have attended the Consortium for Tech Prep for training in and working sessions on articulating programs and curriculum design between high schools and HCCS. Humanities, Fine and Applied Arts coordinator conducted a seminar for departmental staff. A written handbook has been developed for faculty in dealing with students with disabilities. The handbook reflects questions instructors ask and provides information on "reasonable accommodations" in the classroom. Evening inservices have been held with an outside facilitator on reading problems.

The Southwest College Business and Computer Careers Department requires a 12-hour computer skills training course for all full-time and part-time faculty teaching any course utilizing computers. Designed and taught by in-house staff, the course addresses problems, issues, concerns germane to business and computer classes and labs. This department has also retained the services of outside professionals to assist in the development of new programs and/or courses.

DISTANCE EDUCATION

In 1985, HCCS expanded services to students who found it inconvenient to attend regularly scheduled classes at a set location by establishing distance education courses which are broadcast on public and cable access television. This newly created program was under the direction of SIS until February, 1992, at which time it was moved to College Without Walls. The current relationship of the distance education program with SIS is that of general instructional support. SIS occasionally provides artwork and video support in conducting distance education student orientations as part of its designated function. Contact with this department has been minimal since the separation in 1992.

Other divisions within the system also provide general instructional support to distance education as part of their designated function. Instructors for the distance education program are provided through all six colleges within the system.

STUDENT EVALUATION OF INSTRUCTION

The Student Evaluation of Instructors project was begun through the Humanities Division in fall of 1985 in an attempt to seek input from students as to how they perceived the quality of instruction they were receiving in the HCCS classroom. Because of the labor intensity and time consumption, this project was moved to SIS in the fall of 1986.

The SEOI Project is conducted twice a year, once in the fall semester and once again in the spring semester. The project covers a two month cycle beginning in October and March with the disbursement of the evaluation tool to all students attending classes. This fall over 80,000 evaluation instruments with specific instructions for administration were sent out to over 46 different locations.

Once the instrument has been completed and returned to SIS, each instrument is individually checked for accuracy before being sent to the Department of Information

Processing to be scanned and entered for data analysis. When analysis is complete, reports are computer generated which are sent back to SIS for separation and packaging.

Reports are packaged by individual instructor within his/her teaching college. Reports are sent to the various deans of instruction for distribution to the instructor at the time he/she submits final grade reports. Department heads review the reports with instructors. If areas of deficiencies are noted, the instructor may be referred to SIS for assistance in upgrading teaching skills.

Even though the SEOI Project has been administered by SIS for the past seven years, each semester that SIS goes through the process, different problems arise and new techniques are learned. The administration of the project involves the undivided attention of one program coordinator one third of the work year and the employment of six to eight part time employees during a two-month period twice a year to assist in processing materials. A budget of $15,000, which covers personnel and supplies necessary for the completion of the project, is made available for this program.

The SEOI Project is an ambitious undertaking and has been presented at national conferences as a model for other educational institutions to follow in evaluating faculty. It is the only project of its kind within the system.

STAFF DEVELOPMENT ACTIVITIES - ALL PERSONNEL CATEGORIES

With six colleges, a system office and six different employment categories to service for staff development, SIS needed to look at a way to develop training to meet all employment training needs without duplication. There were common needs across the groups and requirements unique to each. A SIS staff member was assigned to each employment category and encouraged to gain the input of the various groups by establishing representative teams from each that would serve as information resources, both as input to SIS and as liaisons to their respective employment classifications.

Staff members identified possible training needs both within and across classifications. After determining an optimum, existing training was reviewed to see which needs were already being met. The gaps found between current offerings and the optimum program were designated as "needs" that were still not met, requiring new program development.

The staff began to look at programming on two levels. The first was to meet the immediate needs arising from the reorganization. On all levels, employees had to be oriented not only to new positions and responsibilities, but also a distinctively different way of approaching internal operations. The second was as a career track that would upgrade present job skills and/or give employees the opportunity to obtain new skills that might be applied to other job opportunities within the institution.

In further refining programming, the staff thought of each track as an Academy that would have seminars pertinent to that employment classification, with additional training that meets needs common to all groups. Special projects would serve as supplemental programming to the core career tracks.

A vital aspect to the actual selection of topics offered in the Academies, has been input by members of the various employment groups. The steering committees formed from each of the employment categories at each college and in the system office, consist of seven representatives from that employment classification and one SIS staff member to act as a facilitator. The employment category representative has the responsibility of bringing to the committee needs of his/her work unit and the responsibility of carrying back to his/her peers within the work unit planning information.

Once these committees were established, SIS staff members encouraged the representatives to form an in-house professional development committee that would work with a SIS training associate to plan staff development activities unique to that particular work unit.

The committees are an integral part of the overall training planning and implementation process. Each committee had the option to develop and conduct a needs assessment survey. Some committees developed their own survey, while others used information from the surveys conducted by the individual work unit as a basis of their needs assessment. From survey results, programming has been and continues to be developed to meet employee needs.

Staff development programs already in existence were either incorporated into the Academy concept, or have become a supplement to the Academies. Though most existing programs were originally designed to cut across all employment classifications, they complement the newly developed employment training tracks. Existing programs include the *Community College Exchange Program*, the *Employee Higher Education Program*, *Project Future Perfectt*, the*System Wide Conference* and required staff training.

The *Community College Exchange Program* (CCEP) gives all full-time employees who have been with HCCS more than five years a variety of opportunities to work up to a year at various educational agencies located throughout the U.S., Canada and Australia. HCCS has been a member of this program, which is sponsored by the American Association of Community Colleges (AACC), the League for Innovation in the Community College and the Maricopa Community Colleges, since 1988.

The institutional membership fee of $500 is paid out of the SIS operating budget and enables all eligible HCCS employees to participate. At this point, only one college has elected to send instructional staff to another educational institution. Although there have been external applicants who have shown interest in coming to HCCS, no work unit has been willing to accept an exchange employee.

Since 1991, Central College has had five instructors participate in the CCEP. Kate Pogue, drama instructor, spent a semester at Bucknell University. Randy Spalinger, photography instructor, spent a year at Micronesian Occupational College. Ann Younglove, English instructor, spent a year at Hawaii Community College. Dalia Lima, nutrition instructor, spent a semester at Florida International University and Susan Hult, history instructor is currently spending a year at the University of Alaska Southeast-Sitka Campus.

At the request of the Chancellor in August, 1991, SIS developed the *Employee Higher Education Program* (EHEP) to provide opportunities for professional growth and for career flexibility. Through the educational program full-time employees have the opportunity to take college credit courses toward a degree. Employees are given a maximum of three working hours per week for course attendance. For every course taken during working hours, the employee is required to take a class on his/her own time. All cost associated with course work will be the sole responsibility of the employee.

SIS administers EHEP by acting a liaison for universities and HCCS employees; coordinating university registration on site at HCCS; coordinating necessary paperwork; monitoring employee eligibility and progress; and evaluating individual program effectiveness.

The program originally started with employees interested in obtaining their doctorate; however, it has expanded to include the Master's Degree, Associate Degree and Bachelor of Science/Arts Degree. Currently there are 27 students in the doctoral program, two students in the master's program, eight students in the bachelor's program and 10 students in the associate's program.

To satisfy the Texas Higher Education Coordinating Board's Plan for a Multicultural Texas, in 1990 SIS developed *Project Future Perfect*, a training program designed to improve leadership skills and opportunities for minorities by giving them conceptual and first-hand learning experiences about leadership, cultural diversity and organizational development.

The year-long program consists of two weekend retreats and seven full-day seminars that explore such topics as problem solving and decision making, cultural diversity, cross cultural communication skills, the human resource side of leadership, time management and team building. Each participant has a mentor who assists the participant in a special project.

At the end of the program the group determines additional ways to hone their leadership skills by involving themselves in system wide activities and projects. Two classes of 20 employees each have completed the program and a new class of 20 began their leadership training in September. A separate institutional budget of $15,000 is set aside for this program each year.

A seven-minute video has been developed by media services in conjunction with the training associates that gives an overview of Project Future Perfect. This video has been shown as part of a presentation at a national conference explaining the program and will be shown as a staff development tool to potential in-house applicants of the program.

A staff development event that has become a tradition within the institution is the *System Wide Conference*, which focuses on a specific topic of interest to all employees. This annual event was first established in 1981; however, SIS did not assume the primary responsibility for planning and implementation until 1991. SIS coordinates the entire day's activities, including continental breakfast, keynote kick-off address, individual morning and afternoon breakout sessions, a *State of the Institution* address by the Chancellor, an employee recognition ceremony and an evening social hour.

Planning begins about six months before the event and involves not only the entire SIS staff, but also many HCCS employees. Representatives from each employment classification participate in the development, planning and execution of the day-long event. They have a very active role in determining how the day is spent. A separate institutional budget of $42,000 is set aside for this program each year.

In 1991, the topic selected for the conference was *Change* because HCCS was about to embark on a drastic structural reorganization. Individual sessions on the following topics were introduced throughout the day:

Dealing with Difficult People
Diversity: Benefits and Challenges
Multi-Media on the IBM PS/2
Visions of Change
New Core Curriculum for HCCS
Crime Prevention & You
What Legislators are Doing to/for Colleges
Crime on Campus
Managing Organizational Change
Promote Yourself
What's Gonna Be On The Test?
Conflict Management
Estate Planning
Power to Retire in Style

In 1992, the theme of the System Wide Conference was *Technology in Education*, in support of the institutional strategic plan adopted by the Board of Trustees that emphasized the commitment to "prepare students to become an integral part of today's technological society. To fulfill this commitment, HCCS strives to remain current in its information on technological advances and to use such technology to streamline its internal operations and offer programs for professional development to faculty and staff." Topics explored during the conference include the following:

Funding Technology
Crime Prevention
Retirement Planning Principles & Tools
Apple Computer Presentation
Adventures in Writing on Computers
Computers & the Law
Office of the Future
Home/Office Computer Set Up
Win Win Negotiating
The Electronic Classroom
Multimedia
IBM Computer Presentation
Technophobia
Integrating Plato & CAI
Owning a Home in Houston
Art of Verbal Self-Defense
Cultural Diversity

The 1993 System Wide Conference focused on *Total Quality Service in Education*, which introduced the total quality concept to all employees for the first time. This was in preparation for HCCS to embrace the total quality concept in conducting business internally as well as externally. Individual breakout topics offered were as follows:

Dealing with Stress
New Role of the Manager in TQS
Legal Rights of Employees
Quality and Diversity
Strategies for Classroom Excellence
Implementing TQS
Superwoman/Superman- Balancing Act
Empowerment
TQS & the Curriculum
TQS & Student Retention
Documenting Faculty Excellence
What is TQS?
A TQS Case Study: DCCCD
Moments of Truth
Legal Rights of an Instructor
Listening to the Customer
Assessment and Quality
HCCS, Business Community & TQS
Saturn Corporation Presentation
TQS as a Personal Investment
Self Management Skills that Pay Off
Conflict Management Skills

The State of Texas, the Texas Higher Education Coordinating Board and/or the HCCS administration have identified specific topics which have been designated as *required staff training* for all HCCS employees. These topics include sexual harassment, substance abuse, hazardous waste/environmental safety, AIDS awareness, ADA training and workers compensation. At the request of the administration, in the past three years SIS has facilitated training workshops on the above mentioned topics. For most all topics listed there has been someone designated within HCCS to coordinate mandated compliance as part of their job function. SIS has utilized those employees to make workshop presentations on a semesterly basis.

As employees have embraced the scope of their responsibilities within the new organizational structure, they have assumed the responsibility of facilitating mandated training without the assistance of SIS. For example, the Affirmative Action Office sponsored a sexual harassment seminar in November, 1992, bringing in outside facilitator to conduct the training. An itemized list of this training is included in the following section entitled *Staff Development Provided by Other System Sources*.

Most training that SIS develops for employees is at the request of a specific administrator, work group, employment classification or professional development team. Through experience, SIS has found that training developed by the department that does not have this sponsorship is poorly attended or does not have the appropriate administrative support. There are occasions, however, that SIS has initiated specific training because of opportunity or departmental interest and need which has been expanded to include all HCCS staff. For example, when the SEOI coordinator was negotiating with National Computer Systems (NCS) to redesign the SEOI form, she learned the company would conduct a workshop free of charge on issues pertaining to scannable forms, if there were 15 participants. SIS was able to identify more than 15 people who were interested, so set up this workshop, which turned out to be very informative.

Four other workshops that SIS has developed for its own staff which has been expanded to all HCCS employees are *Dealing with Difficult People, Meet the Public, Script Writing and Correct Grammar Usage.*

Staff Development Provided by Other System Sources

SIS is viewed system wide not as the sole staff training source, rather is seen as a resource for providing assistance in designing or facilitating training needs that have been identified by a particular work group. Most training done within HCCS is a cooperative effort between two or more departments, calling on the resources and expertise from within or, if sufficient funding is available, using outside facilitators. Work groups seem to welcome the opportunity to participate in training activities, whether it be as a learning experience or a teaching experience. Other departments involved in providing training to HCCS employees include the following:

System Student Services Division

The System Student Services Division provides a lot of staff training for its immediate staff members, as well as its auxiliary staff members who are assigned to the various colleges. In addition, when appropriate, the Student Services Division also provides training to general System personnel. Much of the training is conducted by outside consultants. Occasionally the Student Services Division will utilize SIS services when planning activities. When training general System personnel, the employees within the Student Services Division provide the training. Programs that the Student Services Division has coordinated with SIS include:

1. Great Student Services Retreat which included student services representatives from each of the six colleges and the System office. Outside facilitator was David Gottshall, who has conducted many of the Great Teachers/College Retreats for HCCS in the past.

2. Diversity Series which was primarily geared for student services staff; however, other HCCS personnel was invited to participate. The Series consisted of eight half day sessions with in-house facilitators from the faculty and utilization of videos.

Programs that the Student Services Division has conducted on their own include:

1. Each spring the Student Services Division has a full day in-service for all student service personnel system wide. This is planned and facilitated by the student services staff.
2. The Project SOAR staff has participated in two half day workshops on Team building conducted by College Without Walls faculty member.
3. At least two all-day workshops were conducted for student services personnel by ACT on how to administer and score the ASSET test for students.
4. Another all-day testing workshop was held for those who administer the GED test. It was conducted by an outside facilitator.
5. An all-day workshop on crisis training was conducted for student services personnel by an outside facilitator.
6. A half day workshop on telephone manners was conducted for those who work on the Info Line set up at 320 Jackson Hill. This workshop was conducted by an outside facilitator.
7. An all-day workshop for the administrators was presented by an outside facilitator on deaf awareness training.

Other training that the Student Services Division is involved in is as follows:

1. The Student Development Department also conducts an over-night workshop for officers and advisors of student clubs and organizations. Outside facilitators and HCCS administrators conduct the workshop.
2. Student Services also co-sponsors teleconferences as a staff training tool.
3. Student Services provides ADA training system wide as well as to outside groups.
4. AIDS Awareness and Substance Abuse Awareness workshops have been conducted for both students and employees system wide.

Administrative Services Division

Department of Security provides two kinds of staff training. One is in house for their officers which are described below:

The Texas Commission on Law Enforcement Standards & Education (TCLOSE), the governing body for all police officers in the State of Texas, requires that police officers have 40 hours of training every two years. Until this year, all HCCS security officers were sent to classes externally to fulfill this requirement or outside consultants were hired to come to HCCS to conduct classes. Because all current HCCS lieutenants are certified instructors, for the first time this year, training is conducted in house. Course outlines and materials are provided by TCLOSE.

There are two topics that are mandatory training within the 40-hour requirement, which are child abuse or neglect and domestic violence or sexual assault. Both of these courses require 20 classroom hours of training each and are planned for the future. The Security Department has also conducted a 20-hour training session on hazardous materials for its officers.

The Department plans on offering four to six eight-hour seminars a year. CPR training was conducted in September and radio telecommunications, as well as sexual assault will be offered this fall. All training is mandatory for full time officers employed by HCCS. These training sessions are not currently open to any employee outside the Security Department.

The other training provided is as a service for other HCCS employees described below:

Training outside the Department for other HCCS employees is conducted as need arises or by request. Analysis is done on crime statistics compiled each month from officers' reports. If campus or college appears to be having a rash of similar incidents, the Security Department suggest specific training to combat that crime. Occasionally, a college/campus calls requesting training on specific topics.

Training sessions on bomb threats, theft in the classroom, auto theft, crime prevention/home security have been conducted in the past. Course curriculum and outline are primarily developed by the presenter who is usually the security officer or director of security (the FBI outline on bomb threats was used for that seminar). Attendance ranges from 15 to 40.

Department of Accounting Services offers training in-house, as well as system wide in the following ways:

1. Encourages staff participation in system wide training activities sponsored by other departments. Also provides opportunities for staff to participate in seminars and conferences external to HCCS. One employee every three years is selected to participate in the College Business Management Institute, a three-year program. Membership and participation in professional employee organizations are encouraged. Specific programming developed for the Accounting Department staff include the following:
   a. A series of three monthly seminars facilitated by SIS on the topics of "Accounting Made Easy," "Time Management," and "Physical Fitness." The first seminar was a full day, while the other two were half day.
   b. A two-hour seminar on telephone etiquette was conducted by a staff member who had attended an external seminar on the same topic.
   c. A half-day seminar on Introduction to Total Quality was conducted by an outside facilitator.

2. Training conducted for HCCS employees by the Accounting staff include the following:

   a. Cashier training seminars are requested four or five times a year by the different colleges in preparation for registration process.
   b. A two-hour seminar was conducted for the directors of administrative services and college presidents to explain the function of the Accounting Department.
   c. In cooperation with the security department of Nations Bank, a three-hour seminar was held on security, irate people and identifying bogus money.

d. Conducts a series of town meetings at various campuses on business office services
e. Demystifying the Financial Aid/Business Office Relationship, a one hour seminar for the Student Services Division yearly inservice.

Office of Business Services provides training for its staff on an individualized basis to reinforce the function of this office. Training outside the department primarily revolves around the yearly preparation of the budget and is system wide. This training may be individualized, but often is conducted by groups through the organizational structure.

The Budget Office also conducts training on monitoring budget procedures in a cooperative effort with the Accounting Office, the Purchasing Office, SIS or any one of the individual Colleges who request it.

Purchasing Department, like most other System departments, provides training to its own staff as well as training to employees throughout the System in the following ways:

1. Purchasing Staff members are given the opportunity to participate in training provided by other departments within the System and by attending seminars outside the institution. New staff are trained individually by existing staff. All staff are encouraged to participate in teleconferences when the subject matter is pertinent to their job.
2. The Purchasing Department presents seminars at least twice a year on the business office functions of the purchasing process. Often these seminars are given in conjunction with other departments within Business Services Division or in coordination with SIS upon request by individual internal groups or colleges.

Department of Human Resources also provides training for its staff as well as for employees throughout the System in the following ways:

1. In-house for HR staff:
   The Human Resource Department relies heavily on outside seminars to fulfill training needs that are not provided in-house. These one-day seminars are sponsored by professional organizations who specialize in establishing programming in specific areas of staff development.

   The Human Resource Department sends its employees to regular HCCS computer classes for training because the computer training classes for employees coordinated through SIS are perceived not comprehensive enough to give the employee the skills necessary to become proficient with the software required to do their job assignments.

   There have been day-long staff retreats planned for the Human Resource Department, which have been facilitated by the department head.

2. Occasionally the Human Resource Department sponsors system wide staff training activities; however, more frequently, it co-sponsors training by either having another department design the activity and HR facilitate it, or vice versa. Some of the activities that HR has conducted are as follows:

a. Supervisory management for administrators, with a Bracewell Patterson attorney being the facilitator.
b. New employee orientation
c. Performance appraisal administration

As the employee population of HCCS has increased, the need for a more sophisticated method of delivery on personnel training issues has become necessary. As a result, more time has been devoted to the instructional design of the training activity, which has necessitated pulling in expert assistance from other departments to develop the training tool. Once the tool is designed, HR is the facilitator of the training. Projects that have been produced in this manner are as follows:

a. Communicable Diseases, in cooperation with Health Careers
b. Sexual Harassment, in cooperation with the Affirmative Action Officer
c. Worker's Compensation, in cooperation with SIS
d. Retirement Planning, co-facilitated with SIS
e. Adjunct faculty Benefits Package, in cooperation with SIS

With the adoption of a new HCCS Policies and Procedures Manual intensive system wide training is anticipated; therefore, mechanisms have been set up in cooperation with SIS to design training programs during the next 12 months for the following areas:

a. New Employee Orientation
b. Performance Appraisals
c. Grievance Hearing Procedures
d. Policies and Procedures Training

Office of Affirmative Action

The Texas Commission on Human Rights requires that if three or more complaints are filed with them, then they send a trainer to the institution for training. The institution must pay for this training. In November, 1992, all administrators were required to attend a half day training seminar on sexual harassment facilitated by the Texas Commission on Human Rights. The Affirmative Action Office coordinated the arrangements for this seminar.

Dr. Walker believes it is his responsibility to provide training in the grievance procedures, performance evaluations, and other personnel problems which might lead to the involvement of his office. He has not designed or implemented any of this training at this time.

Information Technology Division

This division provides departmental training that has centered around productivity software. Emphasis has been placed on Mac compatible packages, such as Filemaker Pro, Microsoft Word, Team Links, Pathworks, Macromind, VMS Director and some presentation software. All the curriculum was developed internally and training sessions extend from four to eight hours.

Any other types of training needed by the staff, whether it be general computer training, employment procedures, staff development, etc. is either done on a one-on-one basis by veteran staff members, or by utilizing training programs established for general employee participation throughout the System.

Staff Development through the Colleges

Central College offers staff development activities open to all personnel categories. Spanish classes were started two years ago for all employees who get a reduction in tuition and fees, which is $50. The Student Services Division developed a series of eight monthly seminars held during the lunch hour. Topics being covered this year are international education, multicultural diversity in child care, Covey's Seven Habits, converting the negative into positive, where the jobs really are, how to deal with people you dislike, pressing issues in higher education and you can't heat the oven with snowballs.

The *College Without Walls* has provided training in the areas of personal protection, conflict management skills, telephone training for secretaries and Spanish in the Workplace, which allows CWW employees to teach staff how to communicate in Spanish on the job. College Without Walls has developed a Career Renewal Program which allows faculty and staff to apply for a grant to attend a workshop, conference or professional meeting. This program also provides for cross training, by completing a special project with a mentor's assistance, shadowing opportunity or learning about another area of the college.

An in-service specifically designed for clerical staff and facilitated by *Northeast College* staff was offered last year. Plans for a weekend organizational development retreat for 32 full time employees of Northeast College with an outside facilitator will be held in February, 1994.

Northwest College offers a seminar on "people skills" to all registration workers in order to prepare them for working with students during the registration process. Part-time administrators are given training on ADA and OSHA requirements. One of the counselors provides a career workshop for employees that include the Strong Interest Inventory and the Myer's/Briggs test.

Southeast College has held a seminar on how to do business with the HCCS Business Office, in cooperation with the System Administrative Services Division. Its staff also participated in a telephone communication seminar.

In *Southwest College* several secretaries have been sent to the State COPA meeting, where they attend seminars designed to enhance both their personal and professional status. Various campuses have had CPR training upon, request, but it is not a regular training activity. The Security Office conducts safety and security programs, as needed, at different campus locations.

COMPUTER TRAINING

In August, 1987, the President of Houston Community College System recommended to the Board of Trustees that the Board grant approval to waive tuition and fees for employees in clock hour programs *conducted by Staff & Instructional Development*. The rationale for this recommendation was that "with the addition of data processing equipment being used by all of our personnel, the HCCS Staff & Instructional Development Division will conduct staff development programs in the areas of this new technology."

It was anticipated that with the Board setting the clock hour tuition rate for employees at ZERO that employees could be offered the training at no cost to them. HCCS would be reimbursed by the State with clock hour funding which would go toward the payment of instructional salaries.

From the fall of 1987 through the spring of 1992, SIS developed the employee PC training program in coordination with the HCCS instructional departments of Business Careers and Computer Science Technology. By fall, 1991, SIS was offering 18 sections of PC training, serving 227 employees. With the reorganization and decentralization of HCCS, services beginning in February, 1992, this established coordination was no longer possible within the new framework.

In April, 1992, representatives from each of the newly formed Colleges, as well as those who had been involved in PC training planning prior to the reorganization, were asked to serve on a committee. Their purpose was to evaluate the previous year's course offerings, to discuss computer training requests by different groups and to plan course offerings for 1992-1993.

The committee conducted three needs assessments in May. The first assessment was to determine the commitment to and support of employee PC training by the college presidents. Since resources had been decentralized, SIS could no longer assume open access to equipment and personnel.

The second assessment was directed toward supervisors to determine training support needed for their departments. Previously, training participation had been determined by the employee. Feedback indicated supervisors wanted control over participation.

The third assessment was directed toward the employees themselves to assist in program planning. For planning purposes, it was necessary to determine what kinds of hardware and software were being used within the System and when and where employees preferred training. Survey results were tabulated in June.

In June, 1992, Dr. Robert Anderson, executive vice chancellor, requested that Dr. James Harding, vice chancellor for instruction, and Jean Walke, SIS director, meet with him and John Busby, associate vice chancellor for information technology, to discuss the responsibility of employee computer training.

At that meeting, it was determined that SIS would remain the facilitator for personal computer training within the System. The Division of Information Technology would be responsible for all training related to the mainframe operations. Because an anticipated change in mainframe programming as early as the fall of 1992, SIS was asked to assume the responsibility of coordinating one last training segment on ISIS, IFIS, HRIS and WIZ mail for those new employees who needed access to those programs and had not been trained.

Throughout the rest of 1992 and early 1993, SIS worked with the System's Students Services Division, Administrative Services Division in conjunction with College Without Walls to provide the training as directed. That training was completed in June, 1993. Any further mainframe training has become the responsibility of the Division of Information Technology.

By July, 1992, SIS was ready to determine course offerings for pc training; however, classes did not begin until the middle of October for the following reasons:

- Because SIS lacked both the resources and empowerment to implement identified staff computer training needs, it had to rely upon each individual College to volunteer classroom facilities and instructors.
- Often dealing with two or more separate program areas (Computer Science, Business Careers or Office Occupations and Technical Communications) within each College, it was difficult to identify key personnel, locate them and establish class offerings.
- Even though the presidents indicated support for computer training, the message did not always filter down to program coordinators. The coordinators were very reluctant to make a commitment of any resources for general employee use.
- The Colleges seemed to opt for short-term profitability, rather than identifying and adopting the long-term benefit of developing internal resources to provide quality service to students.
- Not all Colleges participated in providing resources for employee training, causing some resentment from those who did. As a result, course offerings were further reduced and some training (Apple-based) could not be addressed at all.
- Even though supervisors requested control over employee enrollment, they were slow to respond to enrollment deadlines, causing SIS to revert back to the employee-controlled method for sufficient enrollment.

During the Fall 1992 semester, eight courses were taught with 90 employees participating, 137 less than the previous fall. In the Spring of 1993, six courses were taught with four colleges participating and 70 employees trained. For the first time, SIS offered employee training classes in the summer. Four classes were offered by two colleges with a total of 48 employees trained. During the Fall 1993 semester, three colleges offered a total of four classes with 48 employees being trained. System employees remain the most frequent participant in this program.

It might be noted that in the Summer and Fall of 1993, about half the applicants applying for seats in classes were turned down because of the lack of class offerings. Employee participation has declined from 227 to 48 since Fall 1991. The number of voluntary classes offered by various campuses has declined from 18 to four over the past two years.

In November 1992, an analysis of employee computer training was compiled with recommendations for making the program viable. This analysis was submitted as documentation as part of the 1993-94 budget review request for funding in providing adequate computer training for HCCS employees. To this date, no action has been taken on these recommendations or requests.

Computer Training Provided by Other System Sources

Computer training, not unlike staff development, is viewed system wide as being a cooperative effort drawing from many resources within the system as needed by the various work groups that serve HCCS.

The **Information Technology Division** has the greatest potential as a training provider because of the available resources; however, at this time, the potential for this resource has yet to be fully tapped. All training developed by Information Technology includes training manuals. Curriculum has not been developed to utilize contact-hour funding, as in other computer classes for employees.

Programming being developed in this area include the following:

1. Currently, a series of training sessions on the network are being conducted by the User Services Department for employees at Waugh Drive and Jackson Hill. These classes were developed internally and are conducted in two to three-hour segments. Most of the training is on a one-on-one basis prompted by request at Waugh Drive.
2. Formal training for access to Internet (a publically operated network of networks) is planned for Waugh Dr., Jackson Hill and those employees who have dial-in access. There will be a series of two or three levels in two to four-hour segments.
3. Training for the new computerized finance system will begin in March for all budget authorities in coordination with the Business Office.
4. The Human Resource Department, Business Office, Chancellor's Office, and employees in the Registrar's Office have gone through a basic Mac training class in preparation for training on the new imaging system for records management. The Mac training consisted of one two-hour session, followed by another two-hour session on inputting records into the imaging system. Individual one-on-one follow up training upon request is conducted by Judy Piccininni, records management. Once there are sufficient records within the system, general staff training will be conducted on search for input and will initially be conducted through User Services.
5. Bunker training for instructional staff has been conducted at Central, Southwest and Southeast Colleges. As other colleges are able to provide facilities for bunkers, instructional training will follow. Included in this training is the use of video disks and CD ROM technology.
6. One-on-one general computer training is conducted through Help Desk inquiries.

The **Student Services Division** works in conjunction with one or more work units within the system to provide computer training that complement the functions of the various departments within the division. Training currently being conducted includes:

1. General computer training for all new employees who use the mainframe program of ISIS. Personnel from the Student Services Division has conducted the training, while SIS has made facility and promotional arrangements. The Student Services Division does not have the staff or facility for comprehensive computer training as needed for personnel; therefore, wants that responsibility to be passed on to Information Technology to provide those services. Because of this, the Student Services Division will be working with Information Technology in the spring to conduct general computer training for employees on the ISIS system.
2. At least two all-day computer training workshops were conducted for student services personnel on how to use software for student career development. Outside facilitators were used.
3. Training registration workers each semester on registration procedures. This is conducted by the student services staff in conjunction with the User Services Department of Information Technology.
4. Those employees who work with student financial aid participated in two all-day workshops conducted by an outside facilitator on the software package

Microfaids. Each month the same personnel go through a half day workshop on operational procedures in financial aid.

The **Administrative Services Division**, like other system divisions, is a provider for computer training in a cooperative effort in the following ways:

Accounting Services

a. Two-hour seminar on how to fill out time sheets and input into computers.
b. The Accounting Department has assisted in conducting computer training on the IFIS system in coordination with SIS and will conduct computer training on the new financial program in coordination with Information Technology when the new program is complete.
c. ISIS training for registration workers in coordination with the Student Services Division.
d. ISIS Bookstore training

Business Services

a. D-Mint training for budget preparation
b. The Budget Office also conducts training on monitoring budget procedures in a cooperative effort with the Accounting Office, the Purchasing Office, SIS or any one of the individual Colleges who request it.

Purchasing Department

a. A resource in providing information on how to utilize the IFIS system of computerized business records.
b. Staff members will be an integral part of the training process, along with the Information Technology Division in training HCCS employees on the new business system to be installed sometime in the future.

Computer Training through the Colleges

Central College offers free instructional computing classes geared toward instructors and department heads who use Macintosh computers. Classes cover Excel, Microsoft Word, Intro. to Mac, Persuasion and Pattern for Multimedia in Production.

College Without Walls offers to all staff members Word for Windows. Topics covered in class include getting started, editing a file, creating a business letter, using tabs, creating margins, moving text and printing.

Northeast College has sponsored computer courses in an effort to upgrade faculty and staff skills. Classes offered have been taught in house, exclusively for the college employees in Word Perfect and Lotus 1-2-3.

Northwest College offers WIZ mail and ISIS training to faculty and staff. Also included for secretaries is how to make room assignments which includes data input concerning all the major Northwest College campuses.

Southeast College offers clock hour certification classes for faculty in computer assisted instruction. Between 15 and 20 faculty are trained each semester. Computer software training is offered for clerical staff. In addition, concept and hands on training is offered for the development of multi-media in the classroom and the use of the various kinds of software available at Southeast College.

A summer camp for instructors wishing to upgrade their computer skills and integrate the use of computers into their courses is also available. Fifteen faculty have gone through the program which is facilitated in house faculty . A resident expert

provides one-on-one computer instruction on a continual basis for both full and part time faculty.

At *Southwest College* a required 12-hour computer skills training course has been conducted for all full and part time faculty teaching any courses utilizing computers. Designed and taught be in house staff, the course addresses problems, issues and concerns germane to business and computer classes and labs.

Excel training classes for budgetary purposes were held for faculty and administrators by a resident expert. ISIS training classes for class scheduling purposes were held for faculty and administration and were conducted by the System Student Services Division. An outside consultant was brought in to conduct a course for student services staff on computerized career assessment, using SIGI and DISCOVER .

TOTAL QUALITY TRAINING

At the 1992 System Wide Conference, the Chancellor had issued a challenge to the institution to adopt total quality within its work force. In the Fall of 1992, SIS rewrote its mission statement to reflect its commitment to providing quality service to its internal and external customers. As a resource for staff development, SIS felt very strongly about becoming a role model for other work groups within the system in developing total quality service.

In December, 1992, the Chancellor met with the SIS director and a training associate assigned to the development of total quality, to discuss SIS's role with TQS within HCCS. At that time the Chancellor indicated that he expected SIS to take a pivotal role in the implementation of TQS.

Shortly after this meeting, a system wide TQS committee was formed, with Sue Cox, Southwest College president as leader. The committee consists of three representatives from each work unit within the institution. In addition, a representative from SIS and from the Quality Academy, an external training service provided by College Without Walls to implement total quality in industry, serve on the committee.

As this committee works toward building a structure for delivery of the total quality concept throughout the institution, the SIS staff is preparing itself to assume an integral role in providing training necessary for the implementation. SIS was instrumental in the introduction of TQS system wide by selecting and implementing the theme of *Total Quality Service in Education* at the 1993 System Wide Conference in August.

Even though SIS's role involving the implementation of programming has not been clearly defined by the administration nor the TQS Committee, SIS staff members have committed to assist the System TQS Coordinating Team by developing five TQS training modules by the Spring of 1994.

As SIS has embraced the concept of total quality, the department has moved into participatory management. Work teams determine the objectives of a project, agree upon project time lines, delegate responsibilities, draw upon team resources, and meet regularly to keep all team members informed and involved. At the end of the project, a team report is submitted outlining the process, problems, successes, and evaluation procedures. All projects completed by this department are evaluated by the user/client.

Total Quality Training Provided by Other System Sources

Other divisions and departments within the system have shown a great deal of interest about TQS and seem to be eager for implementation. As a result, they are not

waiting for direction from administration, the System TQS Coordinating Team or SIS to begin training their staff members. Some of the training being done is as follows:

1. The Accounting Department sponsored a half-day workshop on Introduction to Total Quality, which was conducted by an outside facilitator.
2. As an effort to implement total quality, the Accounting Department is developing a customer satisfaction questionnaire, using SIS as a resource, for vendor, student and employee users of the financial services system.
3. The Central College Student Services Department bought a TQS package called *Connections*, which is geared toward stressing better communications skills between the student and staff. A SIS staff member has been the facilitator for the 12-hour program.
4. Northeast College had a quality training seminar for 25 faculty and staff in the fall, conducted by the HCCS TQS Coordinating Team.
5. Northwest College has had TQS training for all administrators, which currently includes only the showing of related videos.
6. The Southeast College offers clerical staff TQS training after work hours by a Southeast College resident expert.

TELECOMMUNICATION CONFERENCING

Teleconferencing has rapidly become a popular staff development tool for HCCS because of the wide variety of topics available, the immediate access to experts within the field and greatly reduced travel time for those employees who want to participate in staff development.

Teleconferencing has been available for staff participation since the fall of 1987 when the Heinen Theater and the Fine Arts Building Recital Hall at the Central College were equipped with the necessary linkage to be hooked up to a stationary satellite dish in an adjacent courtyard. It wasn't until 1990, when a part time employee was hired to develop the teleconference program, that teleconferencing began to be used on a regular basis by HCCS as a staff development tool.

In the 1989-90 academic year 11 teleconferences were presented, primarily on technical education topics. The following year the number of teleconferences doubled and 1991-92 the number tripled. A couple of things can be attributed to the dramatic increase in teleconferencing. One is the fact that a full time position was allocated for the development of programming and the other was that SIS was instrumental in adding four additional teleconference receiving sites within the system.

By channeling unused Carl Perkins Grant money at the end of the fiscal year, two additional teleconference sites were established at the Southwest College Stafford Center and at the System Student Service Center, 320 Jackson Hill. Another site, Southeast College Eastside Center, had been wired for teleconference reception at the time of construction and was connected for use. The fourth site, Northwest College Northwest Center, had been established for use by the agriculture program through Texas A & M University. Its use was expanded to include general teleconferencing programming. By the spring, another teleconference site will be added to bring the total to six sites. These sites are utilized not only by HCCS employees, but also by various external community, service and corporate groups.

SIS worked with each college who had a teleconference site to identify a coordinator/liaison at that college who could handle the logistics of setting up a

teleconference, troubleshoot equipment and follow through on necessary paperwork to enable each site to be operated independently.

Although each college has the capabilities to use teleconferencing not only as a staff development tool, but also a community development project, the colleges have been very slow to realize the full potential of teleconferencing, especially as a revenue generating mechanism.

During the past 18 months teleconference use has grown over 60 percent. Future plans for teleconferencing include development of closed circuit in-house staff training. SIS has recently published a teleconference library brochure, listing all teleconferences purchased by the institution for staff development purposes. These tapes can be checked out for viewing.

Most all other divisions, departments and offices within HCCS support teleconferencing by sponsoring topics of particular interest to their work groups and by encouraging staff attendance to those teleconferences.

GRANT DEVELOPMENT SUPPORT

The primary function of the Office of Research and Development is coordination of grant development. At each college there is a person whose responsibility is to develop grants for that college and to act as a liaison with the Office of Research and Development. SIS, like all other system work groups, gives general grant development support by providing data when requested. In cooperation with the Office of Research and Development, SIS has offered a Grant Deevelopment Workshop twice a year for administrators and other interested staff members. Occasionally SIS will seek grants to support projects under development and will call upon the Office of Research and Development, as well as other work groups within the system to provide data and input.

GRAPHIC ARTS PRODUCTION SUPPORT

As previously discussed under General Instructional Support, on page 6, a staff artist/illustrator is available to provide support for projects in which SIS is involved. The artist/illustrator works primarily with instructional design and staff development projects; however, occasionally he has been asked to assist other departments in producing artwork for special programming.

The Division of Information Technology has several staff members who are trained in computer generated graphic design, either through desktop publishing or computerized graphic design. These employees currently support in house projects such as the Information Technology newsletter, required graphics for instructional design and training materials.

Because of the lack of manpower in producing internal communication pieces within HCCS, the Student Services Division has recently hired an employee with desktop publishing experience to produce flyers, brochures, newsletters and other publications for the Division.

Each college has expertise and equipment within its work unit to meet the needs of in house graphic production. When a project is beyond the scope of the resources within that college, other sources within the system are called upon to fill that need, whether it be SIS, the Office of Public Information, the Information Technology Division , Student Services Division or another college.

PUBLIC INFORMATION MARKETING SUPPORT

As stated on page eight, there is an office designated within the HCCS organizational structure whose primary function is to provide public information marketing and graphic arts production support for the system. In the past SIS has worked with this office in producing media projects upon request. Since the reorganization, this office has not sought the assistance of SIS in developing video projects. The office is a primary user of the photography services offered through SIS. Occasionally, the artist/illustrator has been called upon to assist with a project originating within this office.

The colleges are much more likely to utilize SIS services for public information support. Last year SIS assisted each college community relations director in producing a 30-minute television program that was an overview of the offerings of that college. These programs were aired on Access Houston, public cable network.

Several of the colleges, such as Northeast College and Southwest College, often prefer to use outside vendors for public information and marketing support. Occasionally, colleges, such as Central College and Northwest College, will utilize student talent to produce projects for public information and marketing support.

SIS has also produced several video public service announcements for various program departments within the system which have been aired locally, as well as nationally. The colleges are also primary users of the photography services offered through SIS.

SIS uses its media services for its own promotional purposes. Recently two in house videos were completed that highlighted SIS programming. These videos have been shown not only in house but also as part of presentations at national conferences. SIS has developed a series of brochures, flyers and posters to promote special programming that has been developed by the department. SIS publishes a monthly newsletter to all HCCS employees covering current activities and upcoming events.

Information Technology has been providing public information marketing support on demand by the Chancellor for various visual presentations, both internally and externally; however, this division does not see it as a function that should be incorporated into its regular responsibilities. According to the Associate Vice Chancellor for Information Technology, public information needs to develop the skills of its staff to be capable of taking over this responsibility.

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